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of Edgren's Grammar. It is "for later study and general reference," and not really a continuation of Part I, which we found at once thorough and inspiring.

So the question remains unanswered. Whether or not it is possible, without increasing the size of the book beyond measure, to combine the merits of the two systems is by no means certain. The later grammar does make early reading possible, at the same time that it provides, up to a certain point, the foundation for a real knowledge of the language. It may be that beyond this point the burden can best be taken up by some other book. The text for early reading may make provision for the training which the grammar does not supply. Indeed, there are already indications that such will be the case. The important point, after all, is that the great majority of teachers are agreed as to the training which they wish their pupils to have and as to the demands which they will make of the text-books. For thoroughness of instruction Chardenal's Grammar continues to be a standard; for attractiveness and for the qualities of real life which the modern book must have Fraser and Squair's Grammar bids fair to set another standard.

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*First French Book according to the "New Method" of Teaching Modern Languages.* By D. MACKAY AND F. J. CURTIS. London and New York: Whittaker & Co., 1903. Pp. xvi + 321, 8vo.

PERHAPS the term "New Method" as used on the title-page of this work is somewhat misleading, inasmuch as the absolutely new features of it are few. If the method deserves the term "new" at all, it is by reason of its novel and scientific readaptation and reorganization of the older processes and methods.

This book is an attempt to present to beginners the elements of the French language in practically the same way in which it has been so successfully taught for over a decade in German schools. It is one of the first attempts to provide English schools with a manual of the "Direct Method." We hasten to say, lest injustice be done to the authors, that in the Direct Method more than in any other the book is only one blade to the shears. It must have another to cut against, namely the teacher. The book depends for its success very largely on the teacher. It merely provides materials; the teacher is supposed to give the necessary life and interest to the instruction and recitation. The material consists of songs, riddles, very didactic anecdotes, and pictures. These latter deserve more than mere mention. While they are more elaborate than any gracing our natural method manuals of twenty years ago, they are by no means triumphs of the engraver's art. We venture to say that no house in the United States would publish so poorly illustrated a book.

For a class of little girls this would be an ideal text-book. The authors have adapted it to the need of schools in which children begin early the study of French and continue in the rudiments for several years before they undertake reading. If our schools could in like manner extend this elementary work over two years early in the curriculum, our gain would be great. It is perhaps possible that the 150 easy exercises of this book could be finished by a class in a year. Still so young a book as this would not be suited in subject-matter for a class mature enough to progress at such a rate. The great pity is that in our schools we have so few classes starting early

enough to use so charming a text, enlivened as it is by music, poetry, puzzles, and anecdotes.

The book is well organized; instruction in systematic grammar is begun early and regularly assigned through the lessons. The grammatical material provided is meager, but perhaps the authors have their reasons for that. They do not hesitate to use English in this part of the work whenever they can make learning easier for the pupil by so doing.

At the end of the book the French exercises are transcribed into the notation of the International Phonetic Society. There is an adequate series of prose exercises, though one of the authors does not approve this method of imparting a language. The vocabulary deserves special commendation. Meanings are given in English, and each word or meaning is illustrated by at least one extract from the exercises accompanied by a reference to the page and line in which it occurs.

In the introduction the authors set forth the distinctive features of the "New Method." With some rearrangement and abridgment, their statement is as follows:

Teach *living* language.

Teach speaking before composition.

Associate words and ideas directly, without the intervention of English.

Associate words and objects.

In the absence of objects use pictures; *e. g.*, colored wall charts full of action and interest.

Associate words and actions — make the teaching dramatic.

At first let the work be wholly oral, not permitting the pupil to see in writing or in print anything that he is learning.

Use arithmetical calculations as a basis for associating words and ideas.

EDWARD MANLEY.

NEW TRIER TOWNSHIP HIGH SCHOOL.

## FRENCH BOOKS PUBLISHED DURING THE YEAR ENDING JUNE 1, 1904.

THE MACMILLAN COMPANY.

*Historical French Grammar.* Book II: "Morphology; or, The Study of the Grammatical Forms. By ARSÈNE DARMESTETER, late Professor of the History of the French Language at the Sorbonne. Awarded the Prix Saintour by the French Academy. Edited by ERNEST MURET AND LEOPOLD SUNDRE. Authorized English edition by ALPHONSE HARTOG. Pp. 18 + 416, 12 mo. Cloth, \$0.90, *net*.

*Dictionary of the French and English Languages.* By W. JAMES AND A. MOLÉ. New edition, completely rewritten and greatly enlarged, by LOUIS TOLHAUSEN, former Consul General of France, Officier de la Légion d'Honneur, and GEORGE PAYN; assisted by E. HEYMANN, Officier d'Académie. Pp. 8 + 1227, 12mo. Half leather, \$1.50, *net*.

*Carnet de notes d'un voyageur en France.* By A. C. POIRÉ. Pp. 8 + 169, 12mo. Cloth, \$0.40, *net*.